

THE DEVELOPMENT OF JOB DESCRIPTIONS FOR  
BALLARD COMMUNITY SCHOOL DISTRICT

An abstract of a Field Report by  
Ben J. Halupnik  
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Drake University  
Advisor: Dr. Richard H. Lampshire

The problem. The purpose of this project was to develop written job descriptions for the employees of the Ballard Community School District.

Procedure. The school board initiated the plan by mandating that job descriptions be developed for all employees. A program coordinator was appointed and a format was followed that was developed after reviewing related literature. Supervisors were involved in developing guidelines to follow in preparing the entire staff for the actual writing of job descriptions. Procedures were established to develop the job descriptions. The completed job descriptions were organized into a District Manual and presented to the school board for their approval.

Conclusions. Involvement of the employee is essential in the development of accurate job descriptions. The process created a greater awareness in both the employee and employer as to what is expected from a position. Communication greatly influences a program of this type. Employees need to be informed of the uses of job descriptions. Job descriptions do not need to be elaborate or complicated in order to achieve their purpose. The finished job description can be helpful in recruiting and hiring new staff members.

Recommendations. Every school system should establish a job description program. Specific methods of updating should be developed. Studies should be undertaken to determine the extent to which the establishment of job descriptions affect performance. Other school districts could utilize the procedures followed in this study, but not the specific job descriptions.

THE DEVELOPMENT OF JOB DESCRIPTIONS FOR  
BALLARD COMMUNITY SCHOOL DISTRICT

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by  
Ben J. Halupnik

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Ben J. Halupnik

Approved by Committee:

Dr. Richard H. Lampshire  
Chairman

Dr. Richard D. Brooks

Dr. Earle L. Canfield  
Dean of the School of Graduate Studies

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## Chapter 1

### INTRODUCTION

A job is a basic unit for an organization that has work to do. It is any set of activities or tasks assigned to an individual for performance. If an organization is to have direction and pace consistent with its overall goals, the definitions of jobs become very important. To have consistent meaning to the many individuals who might be in contact with an employee performing it, each job should be specifically described. Matching individuals and positions involves defining the purposes, duties, and relationships of the position, and what results are expected from the person who functions in the position.<sup>1</sup> This fact is true in any organization, including schools. For example, if a teacher is unaware of what is expected of him or of what he should expect of himself, he is likely to feel both threatened and frustrated when evaluations are to be made of his performance.

School systems are increasingly classifying positions and describing them in some detail in order to effect a more

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<sup>1</sup>William B. Castetter, The Personnel Function in Educational Administration (New York: The MacMillan Company, 1971), p. 204.

efficient administrative organization.<sup>1</sup> The job description, then, is the meeting ground for school manager and school employee. Properly used, it ties all the elements of the management-employee effort into a unified, concerted force. A job description helps clear the frequently murky air of management-employee relations. It also provides a means for a school board to correlate its goals with its employees' performances.

#### THE PROBLEM

##### Statement of the Problem

The purpose of this project was to develop job descriptions for employees of the Ballard Community School District. Previously, the district did not have such job descriptions. The major questions that were dealt with included the following:

1. What is a job description?
2. Why is this project needed?
3. How is a project like this initiated?
4. How are these descriptions written?
5. What are the uses of the finished product?

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<sup>1</sup>Harold E. Moore, The Administration of Public School Personnel (New York: The Center for Applied Research in Education, Inc., 1966), p. 16.

### Importance of Study

Within the past forty years, school boards in small districts such as Ballard hired whatever teachers and custodians they needed, provided a slim administrative staff to oversee day-to-day matters, and met once a month to approve the payment of bills. In those days, school superintendents had time for Rotary lunches, golf, visits to classrooms. Education was a gentle occupation carried on in hallowed halls which were protected from the buffeting of the "outside" world.

Today, it is different. Mr. Chips has joined a teacher's union and the board employs a Contract Administrator to deal with the grievances his organization files with regularity. Female teachers say there are not enough women in administrative positions and one has sued the board because she wasn't named to fill the principalship at Downtown School. The School Attorney (a new position) is handling the case.

Recently, there has indeed been a phenomenal proliferation in job titles in education. The wide variety of personnel required in the modern school program lends support to the argument that an understanding of the duties and requirements of each position will better enable school administrators to recruit personnel with requisite qualifications.<sup>1</sup>

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<sup>1</sup>William B. Castetter, Administering the School Personnel Program (New York: The MacMillan Company, 1962), p. 120.

The creation of many new and different kinds of jobs has been in response to pressures that the public schools assume more and more roles and responsibilities. School systems have thus become complex organizations. Hertling and Getz reported that accountability demands of the public are forcing schools to attempt to improve their operation and make more efficient use of their resources.<sup>1</sup>

Unlike any other educational system in history, America's school enterprise is attempting an experiment never before tried; an opportunity extended to everyone to learn almost anything. In the schools of the 1920's and 1930's teachers were assigned students who were expected to either succeed or drop out. Today's schools are asked to hold and help all students, and--in some cases--even to make provisions for infant care and meaningful activities for the elderly. As society continues to move toward such goals as the "everywhere school" and the universal cradle-to-the-grave curriculum, there can be expected the creation of even more new occupations in education. As staffs become larger, the administrator will become less cognizant of the specific functions of the various employees. It also follows that specialization creates problems in an organization as to

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<sup>1</sup>James E. Hertling and Howard G. Getz, "How Efficient is Your Central Office Staff?", Journal of Secondary Education, XXXV, No. 5 (May, 1970), pp. 202-204.



roles performed and staff relationships.<sup>1</sup> Moore states that: "Job descriptions should prevent staff members from confusing their duties and responsibilities with those of others."<sup>2</sup>

Job descriptions make the job possible, make managers efficient, and make the boards cognizant. A written and continuously updated program is an essential mechanism of a soundly organized and effectively operated school system. A job description program is a school board's method of accounting for the work performance of its employees to an increasingly "show me" public attitude.<sup>3</sup>

#### Limitations of the Study

There were two major limitations to a project of this type. The first weakness is that the final job descriptions are pertinent only to the Ballard School District. Other school districts could use the procedures involved in this study but the actual product would be of little value for them.

The second limitation is that no job description is complete. A program of this type is never thought of in terms of being completed. There is no culminating moment when it can be said that the job is done. There is a need

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<sup>1</sup>Ibid.

<sup>2</sup>Moore, p. 16.

<sup>3</sup>National School Boards Association, "Handbook for Developing Performance Job Descriptions," National School Boards Association's Educational Policies Service (January, 1973), pp. 1-48.

to keep an eye on the currency of the job descriptions and a responsibility to make sure that they are updated periodically to keep pace with the forces of change.

## PROCEDURE

### Research Design and Methodology

The project was designed to include district-wide involvement in a job description program. The first step was to search for recent literature concerning the development of a job description in education. Based on the review, a plan was formulated that grouped positions of similar duties and responsibilities, assigned job titles, and described various types of work to be performed.

A form was developed for each group of positions based on a review of the literature and "successful" models. Basically, the format followed was that developed by the National School Board Association.<sup>1</sup> The next step included board approval for the chosen approach. Meetings were held with the board and the proposal was discussed. It was decided that the project should include a district-wide commitment to a job description program with a final District Manual submitted to the board by the coordinator for possible approval. Ben Halupnik, elementary principal, was appointed the coordinator.

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<sup>1</sup>Ibid.

The next step was setting up the organizational chain that would produce the job descriptions. The organizational scheme started with employee input in formulating the job description. The description was then discussed by the employee and their supervisor. It was then passed on to the coordinator and discussed with the superintendent. The final step was a review of the job description by the school board and then final adoption of the District Manual. The procedure was carried out by briefing the supervisory staff who in turn communicated with their staffs in their own briefing sessions. The briefing sessions dealt with the questions set forth in the Statement of the Problem. A primary concern at this point was communication. Questions dealt with included:

1. How will the program be explained to the entire staff?
2. How will the program be coordinated and monitored?
3. How will the project be communicated to every member of the system?

All supervisors were briefed on the project with the understanding that the school board was committed to the program. The supervisors agreed on a realistic schedule for completing the local program.

Another concern was the method of involving the entire staff. A question was how to convince busy people that they have an important stake in the job description program. The project attempted to overcome this problem by giving every

member of the school system a stake in the program. Moore stated that:

It is possible, through staff participation in developing job descriptions, to develop higher morale and realize the<sup>1</sup> benefit from the potential of non-teaching staff.

This was done essentially by letting job descriptions rise from below; not by forcing them down from above. Directions came from administrators, but only with a determination that each employee was going to contribute to the creation of his job description.

Total involvement and communication was virtually impossible. Some employees would not cooperate and some supervisors insisted on writing every job description for their subordinates. Each such case is a weak link in the final project. The project attempted to isolate and repair these weak links by making the accuracy and completeness of the description a matter of record. When the task of writing the description is initially made the joint responsibility of the employee and his supervisor, each gains the advantage of a common understanding of what the employee's performance responsibilities really are. Once the supervisors reviewed and approved the draft with the employee, it was routed to the coordinator. The coordinator reviewed the draft with the superintendent and assigned it a file place in the District Manual.

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<sup>1</sup>Moore, p. 25.

A method of organizing the completed descriptions was developed by the coordinator. The District Manual was divided into five sections which included the following: (1) School Board Executive Staff; (2) Administrative Personnel (excluding the Superintendent of Schools); (3) Professional Personnel (excluding administrative personnel); (4) Non-professional Personnel; and (5) Paraprofessional Personnel. Once the District Manual was compiled and reviewed, it was presented to the school board for adoption.

The preceding chapter has discussed basically how the project developed and was generally carried out. The following chapter will deal with the related literature that was utilized in planning this model. A more detailed discussion of the planning and execution of this project will be presented in Chapter 3. The final chapter will include a summary, conclusions, and recommendations.

## Chapter 2

### REVIEW OF LITERATURE

An employee's job consists officially of what is assigned to it by management, although it consists actually of the responsibilities discharged by the employee. Something is wrong if the actual responsibilities differ from those officially set down for the job. Management must see to it that the differences are reconciled. Failure to do so results in a misassignment. Industry has used job descriptions for a long period of time. The vehicle they use is one that has evolved over many years of trial and error in management practice. Evans states that:

In its present state of evolution, the job description has become a catalyst of clarity for complex organization structures in industrial corporations. It is the tool by which corporate objectives are broken down into smaller segments, and by which responsibility for achieving those goals is delegated throughout the organization.<sup>1</sup>

Educators are recognizing that job descriptions will benefit all members of the organization. For most districts, it is advisable to develop job descriptions, especially for new kinds of positions and new programs.<sup>2</sup>

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<sup>1</sup>Gordon H. Evans, Managerial Job Descriptions in Manufacturing (New York: American Management Association, Inc., 1964), p. 13.

<sup>2</sup>Greenfield, House, Hickcox, and Buchanan, Developing School Systems (Toronto, Ontario: The Ontario Institute for Studies in Education, 1969), p. 75.

A review of the literature related specifically to job descriptions was made with the following purposes in mind: (1) to identify what job descriptions are; (2) to determine why job descriptions are needed; (3) to identify techniques for planning and writing job descriptions; and (4) to determine how job descriptions can be used.

### Definitions of Job Descriptions

Job descriptions typically are one or two page summaries of the basic tasks performed on a job. They are a direct reflection of job design.<sup>1</sup> Generally, they are an organized, factual statement of the duties and responsibilities of a specific job. It should tell what is to be done, how it is done (without involving the detail of a motion study), and the purpose behind each duty.<sup>2</sup> Peskin reports that:

Job descriptions will define in sweeping, descriptive terms the relationship of the job to corporate goals and objectives and its influences on end results, and will list the duties and experience required of the employee who must perform the job.<sup>3</sup>

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<sup>1</sup>Wendell French, The Personnel Management Process (Boston: Houghton Mifflin Company, 1974), p. 89.

<sup>2</sup>Edwin B. Flippo, Principles of Personnel Management (New York: McGraw-Hill Book Company, 1971), p. 103.

<sup>3</sup>Dean B. Peskin, Human Behavior and Employment Interviewing (New York: American Management Association, Inc., 1971), p. 24.

In sum, job descriptions in education should not be overly prescriptive and yet should clarify the duties and rights, the qualifications necessary, and the relationships with other positions.<sup>1</sup>

In practice, most job descriptions are written with groups of employees in mind and do not weight the relative importance of the tasks listed. Job descriptions let the employee know which tasks he is expected to perform and the parameters within which he is to be evaluated. Overlapping responsibilities are eliminated and role expectancies are clarified. They also provide a check of complete district wide tasks to be performed and assist in evaluation of total staff performance.<sup>2</sup>

Almost invariably, job descriptions portray the employee's job as it is being performed. They are descriptions of jobs, and not of the individuals who happen to hold the job. A commonly used form contains: the title of the job, statements of its basic function, scope, duties, responsibilities, organizational relationships, authority limits, and

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<sup>1</sup>Larry Burden and Robert L. Whitt, The Community School Principal--New Horizons (Midland, Michigan: Pendell Publishing Company, 1973), p. 161.

<sup>2</sup>Jerry J. Herman, Developing an Effective School Staff Evaluation Program (New York: Parker Publishing Company, Inc., 1973), p. 58.



criteria for performance evaluation.<sup>1</sup>

A job description is a permanent record of a management decision that somebody is to do certain work. Designed to meet the needs of both employer and employee, the job description is a kind of blueprint of one part of an organization. The description should meet a variety of needs in the school community. An effective job description has seven characteristics: (1) it identifies concretely the job's title; (2) it indicates the kind and extent of skills, knowledge, and abilities required in the job; (3) it makes clear the job's position in the chain of supervision; (4) it relates each job to its ultimate client--the student--and his goals; (5) it presents the major performance responsibilities which make up the job; (6) it states the terms of employment and the evaluative criteria for the job; and (7) it provides for a review procedure and the incumbent's acknowledgement of the details of his job description.<sup>2</sup>

#### Need for Job Descriptions

The development of job descriptions are useful in planning, recruiting, and hiring people with appropriate

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<sup>1</sup>Conrad Berenson and Henry O. Ruhnke, Job Descriptions: How to Write and Use Them (Swarthmore, Pennsylvania: Personnel Journal, 1967), p. 1.

<sup>2</sup>National School Boards Association, "Handbook for Developing Performance Job Descriptions," National School Boards Association's Educational Policies Service (January, 1973), pp. 6-7.

skill. They also help orient new employees as to basic responsibilities and duties, but do not include policies and procedures. Descriptions can be used in developing performance standards and providing basic information for job evaluation.<sup>1</sup> Flipppo reports that he views the use of descriptions as: "Procurement, training, evaluation, performance appraisal, promotion and transfer, induction, counseling, labor relations, and job re-engineering."<sup>2</sup> The job description aids in selecting personnel because you know what you are looking for. Especially in a new position. The description also contributes to the personal security of the employee because he knows what is expected of him and how his job relates to others.<sup>3</sup>

While job descriptions may be a sensitive subject for some school employees, even teacher organizations now accept their validity. The job description helps to eliminate the "sorry and the inept".<sup>4</sup> The quality of education is improved through a role description in which the teacher's instructional function is clearly defined and emphasized, and

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<sup>1</sup>French, p. 91.

<sup>2</sup>Flipppo, p. 103.

<sup>3</sup>Florence G. Jones, How to Run a More Efficient School Office (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1966), p. 15.

<sup>4</sup>National School Boards Association, p. 8.

distinguished from those noninstructional and nonprofessional functions which are outside of the teacher's proper role.<sup>1</sup> Roth has stated that: "Persons in an occupation who are at odds with the occupation's demands will either leave or form a hard corps of malcontents."<sup>2</sup>

Wilson and Gregory conducted an experiment from which they felt that job descriptions could be adapted to education.<sup>3</sup> Gardner concluded that descriptions would be very useful in grievance procedures, arbitration proceedings, and discrimination proceedings.<sup>4</sup> Many schools do not have a job description program. This is a regrettable fact when it is remembered that the American school board is the nation's second largest employer with more than two million teachers and three million support personnel on its payroll. A job description program is a school board's best method of accounting for the work performance of its employees to

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<sup>1</sup>Angelo V. Boy and Gerald J. Pine, "Needed for Teachers: A Role Description," The Clearing House, XXXVIII, No. 1 (September, 1963), 7-12.

<sup>2</sup>Lester J. Roth, "Occupational Analysis and Teacher Morale," The Journal of Educational Sociology, XXXII, No. 4, (December, 1958), 145-151.

<sup>3</sup>B. O. Wilson and Carl E. Gregory, "Job Analysis for the Teaching Profession," The School Executive, July, 1951, p. 27.

<sup>4</sup>John C. Gardner, "The 'Job Description,' the First Step to Good Management," American School and University, XLV, No. 5 (January, 1973), 11-14.

the public.<sup>1</sup>

### Identifying Techniques for Planning and Writing Job Descriptions

Berenson and Ruhnke state that: "Preparation for the analysis is probably the single most neglected aspect in the writing of job descriptions."<sup>2</sup> School boards are legally responsible for the on-the-job performance of every public school employee. It is the Board's responsibility to mandate, through policy action, a program of written job descriptions. Once the program is mandated and as each job is "put on line," it becomes the responsibility of the Board's executive agent to see that the program is implemented. The board makes policy; the administration executes it.<sup>3</sup> Thus, the school's administrators have a big responsibility for deciding what large shape the job description program will take and what the specific content of each job description will be.

A successful program cannot be achieved by a school board and its administrators alone. The best technique is to

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<sup>1</sup>National School Boards Association, p. 10.

<sup>2</sup>Berenson and Ruhnke, p. 1.

<sup>3</sup>National School Boards Association, "The Board's Role and the Administration's," The EPS/NSBA Handbook on School Board Policies, 1972, pp. 6-7.

involve all employees in developing job descriptions.<sup>1</sup> In order to make certain that the job description does fit the job it purports to depict, it is important that the description be reviewed by the workers engaged in the job and by those who normally supervise the worker and have consequent familiarity with the job.<sup>2</sup> Hackman and Lawler state that:

Jobs are invariably redefined by the individuals who perform them, sometimes deliberately and sometimes without full awareness by the performers of the changes or re-emphases that are being made. Thus, it is the redefined task which the individual tries to perform. This would seem to argue for the use of job characteristics as described by the performers themselves.<sup>3</sup>

The involvement in the process of evaluating and revising job descriptions may contribute more to improved position understanding than do the actual descriptions.<sup>4</sup> It is recognized that the total school staff should be involved. The importance of the non-teaching staff is emphasized by

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<sup>1</sup>R. M. Roelfs, "Job Classification Procedures for Non-certificated Personnel," The American School Board Journal, CXXV, No. 5 (November, 1952), 53-55.

<sup>2</sup>James A. Van Zwoll, School Personnel Administration (New York: Appleton-Century-Crofts, 1964), p. 43.

<sup>3</sup>Richard J. Hackman and Edward E. Lawler, III, "Employee Reactions to Job Characteristics," Journal of Applied Psychology, LV, No. 3 (June, 1971), 259-285.

<sup>4</sup>Robert L. Buser and Donald C. Manlov, "The Department Chairman: A Model Job Description," Journal of Secondary Education, XLV, No. 1 (January, 1970), 9-12.

their close contact with students. They need to perform their work acceptably or the educational program will suffer.<sup>1</sup>

Since any effort that does not produce the most efficient results is wasted effort, it is important that the preparation of job descriptions follow a procedure that will result in the most useful finished product possible. Many techniques are recommended, but each school will find that it has particular needs which are unique to its organization. Roelfs reports that: "Job classifications are unique to the school systems for which they are developed and can't be transferred."<sup>2</sup> Abbreviated job evaluation systems produce about the same results as more complicated ones.<sup>3</sup> Byers and others felt that in a relatively uncomplicated organizational structure, a more brief and concise job description is desirable.<sup>4</sup> Gibson and Hunt stated the following: "In a small school system a simple classification process will be quite

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<sup>1</sup>R. M. Roelfs, "The Job Classification of Noncertificated Personnel," The American School Board Journal, CXXV, No. 1 (August, 1952), 27-28.

<sup>2</sup>Roelfs, "Job Classification Procedures for Noncertificated Personnel," pp. 53-55.

<sup>3</sup>Milton K. Davis and Joseph Tiffin, "Cross Validation of an Abbreviated Point Job Evaluation System," Journal of Applied Psychology, XXXIV (August, 1950), 225-228.

<sup>4</sup>Kenneth Byers and others, Elements of Position Classification in Local Government (Chicago: Public Personnel Association, 1968), pp. 1-50.

adequate, while a large system will require a highly complex procedure."<sup>1</sup> Berenson and Ruhnke proposed the following stages as techniques for preparing for job descriptions: (1) preparing for the study; (2) obtaining the information; (3) collecting the data; (4) review by affected personnel; and (5) completing the job description.<sup>2</sup>

Obviously there are many approaches to writing job descriptions; there is no one "right" way. What is important is that a description of a job makes sense to both the employee and the manager to whom he is directly accountable.<sup>3</sup> Job descriptions should not be too detailed. As a general rule, they should define the minimum standards for effective job performance and for employment, and do this as succinctly as possible. Descriptions should be free of technical jargon and any phrases that might have meaning to only a few individuals. They should be considered as a guide to action and not interpreted rigidly.<sup>4</sup> The National School Board

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<sup>1</sup>Oliver R. Gibson and Herold C. Hunt, The School Personnel Administrator (Boston: Houghton-Mifflin Company, 1965), p.163.

<sup>2</sup>Berenson and Ruhnke, pp. 1-9.

<sup>3</sup>M. R. Williams, Performance Appraisal in Management (London: Heinemann, 1972), p. 18.

<sup>4</sup>Berenson and Ruhnke, pp. 20-28.

Association suggests the following step-by-step procedure for writing job descriptions: (1) prepare to write; (2) analyze the job; (3) write performance responsibilities; (4) complete the description; and (5) edit the description.<sup>1</sup>

#### Determining How Job Descriptions Can Be Used

Roelfs reports that a classification plan is of little value unless it is put into effect and actually used and followed.<sup>2</sup> The National School Board Association reported various uses of job descriptions. Utmost in importance was that it provides a means for two or more persons to understand what a job means. Other uses include: recruiting; hiring; monitoring; factual evidence in adjusting appeals; and as a basis for evaluation.<sup>3</sup>

Berenson and Ruhnke presented an extensive list of the uses of job description. Included were the following: (1) to establish a rational basis for salary structure; (2) to clarify relationships between jobs, thus avoiding overlaps and gaps in responsibility; (3) to help employees on all levels acquire greater understanding of their present jobs by

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<sup>1</sup>National School Boards Association, "Handbook for Developing Performance Job Descriptions," pp. 32-40.

<sup>2</sup>Roelfs, "Job Classification Procedures for Noncertificated Personnel," pp. 53-55.

<sup>3</sup>National School Boards Association, "Handbook for Developing Performance Job Descriptions," pp. 42-43.



analyzing their duties; (4) to help revise the organization structure on any level; (5) to reassign and to fix functions and responsibilities in the entire organization; (6) to evaluate job performance by comparison between what the employee does, and what the job description says he should do; (7) to introduce new employees to their jobs; (8) to assist in hiring and placing employees in the jobs for which they are best suited; (9) to set forth lines of promotion within all departments and at all levels; (10) to forecast the training needs for a particular function; (11) to maintain continuity of all operations in a changing work environment; (12) to provide data as to proper channels of communication; (13) job descriptions are also useful in the development of job specifications which list the personnel requirements for each job; (14) they serve as a basis for manpower planning; (15) to improve the work flow; and (16) to critically review the existing practices in the organization.<sup>1</sup>

Based on this review of the literature, the following chapter contains a detailed account of the planning and procedure used to develop job descriptions for Ballard School District. Many of the techniques were developed as a result of analyzing the literature and applying the results to this project.

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<sup>1</sup>Berenson and Ruhnke, pp. 10-19.

## Chapter 3

### PRESENTATION OF DATA

The purpose of this study was to develop job descriptions for the Ballard School District. This chapter will discuss the procedures used to produce the job descriptions and include a presentation of the finished product.

As stated in Chapter 1, the first step was to formulate a plan to develop the job descriptions. Included in this plan were procedures and models to be used for the project. This proposal was presented to the Ballard School Board in January of 1975. The board approved the project approach and mandated that a program of written job descriptions be put into action. The responsibility of developing the procedures for this undertaking was delegated to Ben Halupnik, elementary principal of the district.

The next step of the project involved a series of briefings of the administrators by the superintendent and coordinator. Included in these briefings were the superintendent's thoughts about job descriptions and a discussion of procedures which tell how, by whom, where, and when job descriptions were going to be developed. During these meetings, guidelines were developed to help explain the program to the total staff, obtain meaningful participation from all concerned, monitor the program and devise a realistic schedule for completing the local program. A rationale

for the project was described and the supervisor's role was established. A sample of the supervisor's guidelines is found in Appendix A.<sup>1</sup> A general procedure was established and each supervisor was assigned a specific group of staff members for which he was responsible.

The supervisors communicated to their staffs the fact that job descriptions were to be developed. It was explained that specific details would be issued later and that staff ideas and input would be utilized. A district memorandum was prepared to communicate the job description plan to every member of the system.<sup>2</sup> Each supervisor held staff meetings regarding the memorandum to communicate (a) the board's job description policy and its background; (b) his own thinking about the need for job descriptions and the uses to which they will be put; (c) some outline of the program's machinery; and (d) an invitation to all employees to participate in the process of writing job descriptions.

Once the scope of the program had been established the coordinator set up the organizational chain that actually produced the job descriptions. The flow within this organizational scheme was initiated with the employee. The descriptions were then directed to the supervisors, who reviewed and passed them to the coordinator. At this point the coordinator discussed the descriptions with the

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<sup>1</sup>Appendix A.

<sup>2</sup>Appendix B.

superintendent. The final stages involved the presentation of the job descriptions to the school board for their adoption. Each staff member was given a copy and an explanation of the format to be used.<sup>1</sup> The staff members met with the supervisor to which they were assigned to discuss the job descriptions. Sample descriptions were given to staff members to be used as guidelines in developing their own. It was explained to staff members that they were to add, delete, or change any item that was inaccurate in describing their position. Basic definitions were given regarding the terms used in the job description format.<sup>2</sup> Each supervisor discussed with his staff some suggestions on how to write job descriptions. Each employee was asked to analyze their job, state the qualifications and goals of the position, and the performance responsibilities involved in the job. Special attention was given to the performance responsibilities. This was considered the heart of the job description. Appendix E provides a list of questions that were used to help develop the employee's job responsibilities. These questions were developed with reference to the handbook published by the National School Boards Association.<sup>3</sup> On the

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<sup>1</sup>Appendix C.

<sup>2</sup>Appendix D.

<sup>3</sup>National School Boards Association, "Handbook for Developing Performance Job Descriptions," National School Boards Association's Educational Policies Service (January, 1973), pp. 1-48.

basis of the answers to these questions and the sample descriptions given to each employee, performance responsibilities were developed. Special attention was paid to the close collaboration of both the school employee and his immediate supervisor. Supervisors stressed that the job, not its occupant, was being described and that it did not need to be extremely detailed. As a general rule, supervisors explained that each description should be long enough to accomplish its purpose, concise enough not to waste a reader's time.

A timetable for the project was established by the administrative staff through discussions of realistic schedules. The timetable for the project was explained to the entire staff. During the second week of March, 1975, each supervisor was to discuss the purposes and process for writing job descriptions to his staff. Each staff member was asked to complete their sample before March 28th and discuss it with their supervisor. The supervisor discussed the forms with the coordinator to see if it met the test of adequacy.

The test of adequacy was determined by the administrative team at their initial planning sessions. It is stated in Appendix F. The coordinator and the supervisor developed several points to follow to help meet this standard. Qualification requirements of a job were to be inferred from the description of its work. If there were any specialized qualification requirements that were not apparent, they were to

be mentioned. The description needed to show directly or indirectly the supervisory relationship under which an employee operates and indicate any types of decisions for which he is responsible which are not subject to supervisory control. If an employee supervises others, the description needed to describe the scope and degree of these responsibilities. The job goals were viewed as to their relationship with the job responsibilities and purposes of the school system. The job responsibilities were reviewed in regards to their exactness and specificity. They were to be written in terms that were understandable to anyone who had a general familiarity with public education. The terms of employment and evaluation procedures were a matter of record. If they passed the test of adequacy they were adequate.<sup>1</sup>

In early April, the supervisors again met with their staff to discuss any changes that had been made. After this conference the forms were signed by both parties as to the accuracy and completeness of the description and turned in to the coordinator by April 18th. The completed forms then were reviewed by the superintendent and coordinator as to their adequacy and accuracy. They were entered into the District Manual.

The District Manual was divided into five sections.<sup>2</sup> These were (1) School Board Executive Staff; (2)

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<sup>1</sup>Ibid.

<sup>2</sup>Ibid.

Administrative Personnel (excluding the superintendent); (3) Professional Personnel (excluding administrative personnel); (4) Nonprofessional Personnel; and (5) Paraprofessional Personnel. The following are brief descriptions of the type of positions included in each section:

- Section 1 - Refers to paid professionals who report directly to the Board of Education.
- Section 2 - Refers to job-holders who have management and/or supervisory responsibilities, regardless of whether these responsibilities are considered in the "professional" or "nonprofessional" realms.
- Section 3 - Refers to job-holders who have a primary responsibility to deliver professional services directly to the client of the school district. The management and/or supervisory responsibilities of these job-holders are minimal compared to those classified in Section 2.
- Section 4 - Refers to job-holders who have a primary responsibility to deliver what are commonly considered "nonprofessional" services.
- Section 5 - Refers to job-holders who, under the guidance of professionals, help deliver professional services directly to the clients of the school district.

The job descriptions in each of the above sections were then indexed in random order. The section that the job appears in is the first coding digit and the order within the section is the second digit. For example, the superintendent is coded as 1.01.

The District Manual was then presented to the school board in their June, 1975, meeting. The coordinator discussed

questions about the Manual and the board officially adopted it at that meeting.<sup>1</sup> Master copies of the District Manual were distributed to each supervisor.<sup>2</sup> Each employee was given a copy of his own job description. The superintendent was given the responsibility of maintaining the currency of the job descriptions.

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<sup>1</sup>Appendix G.

<sup>2</sup>Appendix H.



## Chapter 4

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### SUMMARY

In this study job descriptions were developed for the positions of employment within the Ballard Community School District. It was designed to include district-wide involvement. The school board initiated the plan by mandating that job descriptions be developed for all employees.

The actual format followed was developed after reviewing related literature. This format provided structure and methods of communicating between employee and employer. The importance of involving all employees was recognized and stressed. Procedures were followed to prepare the entire staff for the actual writing of job descriptions. Supervisors were involved in developing the methods of explaining the program to their staffs.

Procedures were established to develop the job descriptions. Employees and supervisors worked together in developing the descriptions. Each supervisor followed specific guidelines and adhered to the adopted timetable. After the supervisors and employees had completed and discussed their sample, the supervisors met with the coordinator to assure that the descriptions met the test of adequacy. Changes in the description were discussed with the employee and then the

sample was directed to the coordinator. The superintendent and coordinator reviewed the descriptions as to adequacy and accuracy. The completed descriptions were then entered into the District Manual.

The District Manual was indexed into appropriate sections and coded. It was adopted by the school board and distributed to each supervisor. Each employee was given the copy of his own job description. Updating procedures were delegated to the superintendent.

#### CONCLUSIONS

Based on the process and outcomes involved in this study, several conclusions were drawn. Involving the employee in the development of job descriptions is essential to an accurate description of the basic tasks performed. These individuals have a full awareness of the duties that are performed in their position. In relation to this, it was concluded that job descriptions create a greater awareness in both the employee and employer as to what is expected from a position. In discussing the responsibilities of a job, supervisors and employees stated that they had an improved understanding of the position. There was no instance reported that job descriptions confused the understanding of the responsibilities of the job.

Another conclusion was that the success of a program of this type is influenced greatly by communication.

Supervisors have the greatest responsibility for deciding what shape the program will take. It is extremely important that the supervisors be involved in the development of the rationale for the program. That they are involved in the development of procedures and have a clear understanding of the process and guidelines are important. Without the supervisors' understanding and support, the process would be inefficient.

Job descriptions do not need to be elaborate or complicated in order to achieve their purpose. The process utilized was not complex and there was little confusion. Duties, rights, qualifications, and relationships were written with groups of employees in mind. This resulted in descriptions of the jobs and not of employees. An important result of this study was a clearer understanding of the lines of authority. By involving every employee in the process, each individual was made aware of to whom they reported and who reported to them. This was especially true of the non-certified personnel. An example was the relationships between cooks, head cooks, and the school lunch supervisor.

Another finding of the project was the importance of informing the employees of the uses of job descriptions. If they were to look at the process as merely another paper-making task, they could treat it with casualness. This was evidenced in situations where supervisors took the primary responsibility for writing job descriptions. There was a

tendency for the employees to not get involved or concerned in these situations. Once they knew that their job descriptions were going to be used in such a personnel procedure as evaluation, employees treated it with respect. There was no negative feedback to the thought that a better job description would create a better evaluating process. Everyone involved in the process had a better understanding of the job responsibilities, what was expected, and to whom they were responsible. In this era of accountability, the job description can help answer the question: "Exactly what does this person do?" The description can be used to help communicate to the school board and community the specifications required of a job within the school system.

It was also found that job descriptions can be used in recruiting and hiring new staff. The statements helped detail the qualifications required, the goals sought, and the responsibilities itemized. They helped to clear the atmosphere as to what is expected, what is required, and what is demanded in a job. It also defines to whom the person in the position is responsible, which is important for the new employee.

#### RECOMMENDATIONS

The following recommendations for future studies based on the procedures used in this project are:

1. That every school system should establish a job description program containing an updating procedure.

2. That future projects should develop a more specific method of updating job descriptions.

3. That a study to determine the extent to which the establishment of job descriptions affect performance be developed. The extent to which the employee's performance improves may hold a causal relationship to the knowledge of the job description.

4. That other school districts utilize the procedures followed in this study and not the job descriptions. The job descriptions pertain only to Ballard Community School District and would not necessarily apply to other schools.

1. The first part of the paper discusses the importance of the study of the history of the United States. It is argued that the study of the history of the United States is essential for a full understanding of the country and its people. The paper then goes on to discuss the various methods used by historians to study the past, including the use of primary and secondary sources, and the importance of critical thinking in the study of history.

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1. The first part of the paper is devoted to the study of the properties of the function  $f(x)$  defined by the equation

$$f(x) = \int_0^x \frac{1}{1+t^2} dt$$

It is shown that the function  $f(x)$  is increasing and concave down on the interval  $(0, \infty)$ .

## APPENDICES

## APPENDIX A

## SUPERVISOR'S GUIDELINES

Rationale. A job must be described because it can mean so many things to so many people. A school supervisor may expect a classroom performance whose details have never been explained to the teacher. That teacher needs to know--has every right to know--exactly what is expected of him if he is to make his maximum contribution to his students' well-being and to their learning experience.

The fact is that job descriptions work for the benefit of all members of the organization--and more and more professionals are coming to recognize that this is so. The assignment of specific responsibilities to a job affects the structure and functioning of the school organization as surely as the design of individual parts affect the structure and functioning of a machine. Job descriptions make the job possible, make managers efficient, and make the boards cognizant.

Supervisor's Role. The school's administrators are fully and exclusively responsible for deciding what large shape the job description program will take and what the specific content of each job description will be. Two areas that are extremely important are: (1) briefing the staff thoroughly; and (2) following the submittal schedule. Employees should be informed that job descriptions and

evaluations are inevitable in the modern school system. The employee can participate in the process of developing the standards by which performance will be judged--or he can leave the task to his supervisors.

General Procedure. The task of preparing job descriptions involves formulating a plan that groups positions of similar duties and responsibilities, assigns job titles, and describes various types of work to be performed. The job descriptions will be based on those distinguished by school board policy. Once the district-wide scope of the program has been established, the coordinator will set up the organizational chain that will actually produce the job descriptions. A form will be provided that describes a sample of a successful model.

The organizational scheme which will produce the finished job description is basically this: employee-supervisor-program coordinator-superintendent-school board-District Manual. This means that every employee will be given the opportunity to help determine his job description. The supervisor will review and approve this draft with the program coordinator.

The District Manual will be divided into five sections which will include the following: (1) School Board Executive Staff; (2) Administrative Personnel (excluding the Superintendent of Schools); (3) Professional Personnel (excluding administrative personnel); (4) Nonprofessional Personnel; and

(5) Paraprofessional Personnel. Once the District Manual is compiled, it will be officially presented to the school board.

Timetable. The second week of March, sit down for a few minutes with the person(s) you have been assigned to work on a job description. Go over carefully the major purposes for this project. Ask the person(s) to go over their sample job description form before March 28. They are to add, delete, or change any item that is inaccurate in describing their position. After you receive this form back, look it over carefully and then bring it in and go over it with me. Then in early April, you should sit down with the person(s) who completed the form and go over any changes which you and I feel are needed. After this conference, the forms are to be turned into me by no later than April 18. By May 12, I hope to have these compiled into booklet form so they can be officially presented and adopted by the board.

Job Listings and Person Directly Responsible

Mr. Billings

Superintendent  
Principals (H.S., J.H.,  
Elem.)  
Supervisor of School lunch  
Transportation Director  
Secretary to Superintendent  
Secretary to School Board  
(hot lunch)

Mr. Hintz

H.S. Guidance Counselor  
H.S. Librarian  
Athletic Director  
H.S. teacher  
H.S. coach  
Secretary to Guidance Counselor  
Secretary to Principal (Act.  
Acct.)  
(Ath. Acct.)  
J.H.-H.S. Secretary to Librarian  
Distributive Ed Coordinator

Mr. Shaeffer

J.H. Guidance Counselor  
 J.H. Reading Coordinator  
 J.H. Learning Disabilities  
   teacher  
 J.H. teacher  
 J.H. coach  
 J.H. Secretary to Principal  
 J.H. teacher associate

Mr. Rosel

Elem. teacher  
 Elem. Resource Room  
 Elem. Playground Supervisor  
 Elementary Secretary  
 Elem. Custodian

Mrs. Novy

Head cooks  
 Cooks  
 Part-time cook  
 Substitute cook

Mr. Meester

H.S. custodians

Mr. Halupnik

Assistant to the Principal  
 Elementary teacher  
 Elem. Resource Room teacher  
 Elem. teacher associate  
 Elem. Playground Supervisor  
 Elem. Secretary to Principal  
 Elem. 1/2-time secretary  
 Elem. custodian  
 Substitute teachers  
 Part-time custodian

Mr. Layton

Elem. teacher  
 Elem. Playground Supervisor  
 Elem. Secretary  
 Elem. Custodian  
 Elem. Nurse

Mr. Allen

Bus drivers

## APPENDIX B

Memorandum to all Staff:

"Instructions For Preparing A Job Description"

The Ballard School Board has requested the development of job descriptions for every position within our school system. The instructions offered here will help you to prepare a description of your job. A sample description has been attached for your use. You should organize your thoughts about your job in terms of the format used in the sample. After reviewing the sample, you should add, delete, or change any item that is inaccurate in describing your position. This means that every employee will be given the opportunity to have input in their job description.

Job descriptions should be written in short, factual statements in clear, plain English that avoids opinions about the job's difficulty or importance. Vague or indefinite expressions or special terms or abbreviations, which have no meaning outside the immediate office, should not be used. A job must be described because it can mean so many things to so many people. A school supervisor may expect a classroom performance whose details have never been explained to the teacher. That teacher needs to know--has every right to know--exactly what is expected of him if he is to make his maximum contribution to his students' well-being and to their learning experience.

Your corrections and additions to the sample job description will be reviewed with you by your immediate supervisor. After this conference the forms are to be signed by both parties as to the accuracy and completeness of the description.



## APPENDIX C

## JOB DESCRIPTION FORM

Title:

Qualifications:

Reports to:

Supervises:

Job Goal:

Performance Responsibilities:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

Terms of Employment:

Evaluation:

Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed and agreed to by: \_\_\_\_\_  
(Incumbent)

Date: \_\_\_\_\_

## APPENDIX D

For a clearer understanding among all staff members regarding the terms used in the job descriptions, some basic definitions have been formulated and presented below.

1. Title: Indicate standard job title as stated on the employee's contract.
2. Qualifications: Indicate any special skills, education, training, or certification required to perform your job.
3. Reports to: Identify supervisor by title, not by name.
4. Supervises: If your job has supervisory responsibilities indicate by titles the jobs in your area of supervision.
5. Job Goal: Relate your job--as best you can--to the broad purposes of the school district.
6. Performance Responsibilities: Beginning with a present tense verb, list each major responsibility of your job separately and describe each succinctly and clearly so that what is involved in its performance can be understood. A major responsibility is any responsibility which occupies a significant amount of the employee's time (more than 10%). Ordinarily, these responsibilities will be listed in order of importance or in order of work sequence. This list should also indicate the extent of a job's authority for making decisions, recommendations, or official commitments; devising or revising ways of doing things; or persuading others to a course of action.
7. Terms of Employment: State the length and the contract terms of your employment agreement.
8. Evaluation: Indicate your understanding of the procedure for evaluating your job performance.
9. Approved by: Here the employee's immediate supervisor puts his name on the line and acknowledges the accuracy of the description.
10. Reviewed and Agreed to by: Here the employee records his agreement to the job specification as drafted.

## APPENDIX E

Memorandum to all Staff:

Consider the following questions as you determine your job's content:

1. What is the sequence of work activities in a typical day?
2. What responsibilities take up most of your time in a typical day?
3. With whom do you have personal contacts in your work? How frequently do they occur? What is their purpose? (For example, to give, receive, or exchange information? To make plans? To gain acceptance of plans?)
4. Under what kind of supervision do you work? What is the kind, extent, and limitation of authority and responsibility assigned to the job?
5. What responsibility do you have for the work of others? What is the exact nature of your control of subordinates' job? What is the magnitude of this control?
6. What is the extent of the job's contributions to the objectives of the school system?

## APPENDIX F

## TEST OF ADEQUACY

A job description is adequate if it states qualifications, relationships, goals, responsibilities, terms of employment, and evaluative safeguards for the job clearly and definitely enough to provide an accurate job "picture" to reasonably informed lay persons such as school board members.

## APPENDIX G

Meeting #20  
Board of Education  
June 9, 1975

Call to order	The Ballard Board of Education held its' regular June meeting on June 9, 1975, at the Board Room in the Administration Office, Huxley, Iowa. President Miller called the meeting to order at 8:00 P.M.
Roll call	Lester, Gregg, Baker and Miller were present to answer roll call. Bill Long arrived at 8:05 p.m.
Minutes	The minutes of the May 12th meeting were discussed. Charles Gregg made the motion to approve the minutes as written. Norman Baker seconded the motion. Motion carried with five ayes.
Bills	The list of bills presented for approval of payment were discussed. Norman Baker made the motion to approve the bills listed. Motion was seconded by Dean Lester and carried with five ayes and no nays.
	Monthly reports discussed- financial statement hot lunch report transportation report activity account athletic fund
	Communications -
L. Baker-note	note of thanks from Linda Baker, head cook at Cambridge, thanking the Board for supporting the attendance of some of the cooks in a two year course in Quantity Food Preparation.
M. Brendeland-note	thank you note from Mrs. Mildred Brendeland, retiring cook at Kelley Elementary Center, thanking the Board for the plaque presented to her

## Superintendent's reports-

discussed annual membership to Iowa School Board Association--approved

bus use recommendation to approve summer use of buses - Bill Long made the motion to authorize the use of buses for swimming and driver education transportation, seconded by Norman Baker and carried with five ayes.

Resig.- request for release from 1975-76 teaching  
J. Kinnan contract from Ivan Jerry Kinnan - Baker made the motion to release Jerry Kinnan from his 1975-76 teaching contract, seconded by Lester, carried with five ayes and no nays.

Contracts- recommended issuing following contracts-  
Neville Dan Neville secondary Social Studies,  
McCall physical education and coaching  
Fausch Carolyn McCall elementary counselor  
Judy Fausch elementary resource teacher

motion was made by Gregg and seconded by Lester to approve the recommended contracts, motion carried with five ayes and no nays.

motion made by Baker to approve student teacher agreement with Board of Regents, seconded by Gregg and carried.

Approve 1975 the graduating class of 1975 was presented to  
graduating the Board for approval--Gregg made the motion  
class to approve the issuing of diplomas to the following students who have met the requirements for graduation set forth by the Ballard Board of Education and the State Department of Public Instruction:

Kenneth Allen, Jr.	Laurel Lee Finch
Guy O'Dell Bass	Martin Edward Flack
Russell Allen Belz	Antonina Marie Fugitt
Faith Ellen Biehn	Michael Joe Gardner
Glen Allen Brown	Sandra Lee Gardner
Cheryl Kay Carlson	Robin Eugene George
Donna Jean Christopherson	Randy Paul Gfeller
Ann Louise Clark	Michael Allen Gibson
Hope Ann Davis	Barbara Jean Hantsbarger
Victoria Ruth Douglas	Mark Eugene Hantsbarger
Alan Dean Erickson	David Leroy Heaberlin
Lynn Ellen Erickson	Randy John Hendricks
Darra Renee Evans	Charles Vaughn Hennick

Lori Ann Hill	Lori Kay Nelson
Mark Steven Hokel	Arlyss Jean Nerness
Randy David Huser	Brian Clark Nervig
Michelle Marie Jennings	Susan Kimberly Nervig
Virginia Mary Jennings	Josephine Helen O'Donnell
Mary Susan Johnson	Mickey Ray Osborn
Vikki Rae Johnson	Darla Kay Osterhout
Mark Eugene Kahler	Sally Kae PeLong
Alan Thomas Kennedy	Ronald Dean Peterson
Roger David Kling	Darrel Andrew Raynor, Jr.
Mary Marie Klonis	Vernon James Schuessler
Wayne Lowell Knutson	Randall John Sharpnack
Ronald Martin Kooyman	Diane Kay Stevens
William Gene Krause	Daniel Richard Tayloe
Ronda Kae Larson	Terry John Terrones
Cynthia Ranea LeValley	Douglas Mark Tesdall
Joetta Kay Leland	Sue Ellen Thorsbakken
Mark Alan Lewis	John Bjorn Twedt
Gary Dean Long	Penney Ranae Way
William Edward McKnight	Lora Louise Weatherman
Gary Dean Meldrem	Jerry Alan Weeks
Gary Arnold Meyer	Margaret Colleen Whipp
Peggy Lois Michael	Rusty Len White
Janis Diane Miller	Connie Lou Wilson
Randal Aric Miller	Jana Marie Zagar
Twyla Rae Montgomery	Sharon Ann Zenor
Janet Lorraine Morris	Gayle LeAnn Zwagerman
Bill Long	seconded the motion. Motion carried with five ayes and no nays.

Approve bid sheets      bid sheets for oil, gasoline, fuel oil, dairy products and bakery products were reviewed-- Dean Lester made the motion to approve the sheets with the additions noted, seconded by Norman Baker and carried.

Approve job descriptions      job descriptions for employees of the Ballard Community School District were discussed-- Baker made the motion to approve the job descriptions as typed, seconded by Gregg and carried with five ayes.

Annual Meeting July 14      the annual meeting of the Ballard Board of Education was set for 6:30 P.M. on July 14, 1975, in the Board Room in Huxley, Iowa. The regular July meeting will follow at 6:45 P.M. at the same location.



Approve  
Board  
Policies

the newly revised board policy book was discussed--Baker made the motion to approve the board policies as discussed, seconded by Lester and carried with five ayes and no nays.

Approve  
summer  
projects

summer projects listed-  
 additional windows at Kelley Elem. \$1600.00  
 chain link fence on south property  
 line at junior-senior high \$3300.00  
 roof repair at Cambridge Elem. \$1740.00  
 motion made by Gregg and seconded by Baker to  
 proceed with the above projects, carried with  
 five ayes.

coating of walls in new addition has been re-  
 done by original contractor

general contractor working on grading and clean  
 up of site

Approve  
additional  
2.4% increase  
for staff

additional funds were granted to the schools  
 by legislature, discussion followed--Baker  
 made the motion to accept Superintendent  
 Billings' recommendation of an additional 2.4  
 percent increase for all staff members, motion  
 seconded by Lester and carried with five ayes.

Resig.-  
N. Baker,  
board  
member

A letter of resignation was read from Mr.  
 Norman Baker, resigning as Board Director from  
 the Cambridge Director District. Mr. Baker  
 will be moving to the Huxley area and will no  
 longer be eligible to represent the Cambridge  
 District. Dean Lester made the motion to  
 accept the resignation with regrets. Charles  
 Gregg seconded the motion. Motion carried.  
 The Board will be seeking a replacement for the  
 Cambridge Director position. This will be  
 filled temporarily by appointment at the regular  
 July meeting of the Board. The unexpired term  
 will then be placed on the ballot at the  
 regular September election.

Adjourn

At 9:50 P.M. President Miller declared the  
 meeting adjourned.

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President

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Secretary

## APPENDIX H

## INDEX

## I. SCHOOL BOARD EXECUTIVE STAFF

- a. 1.01 Superintendent
- b. 1.02 Secretary to the Board

## II. ADMINISTRATIVE PERSONNEL (EXCLUDING SUPERINTENDENT)

- a. 2.01 Principal
- b. 2.02 Administrative Assistant
- c. 2.03 Head Custodian
- d. 2.04 Food Service Supervisor
- e. 2.05 Transportation Supervisor
- f. 2.06 Cooperative Education Coordinator
- g. 2.07 Athletics Director
- h. 2.08 Audiovisual Director
- i. 2.09 Adult Education Director
- j. 2.10 Head Cook

## III. PROFESSIONAL PERSONNEL (EXCLUDING ADMINISTRATIVE PERSONNEL)

- a. 3.01 Teacher
- b. 3.02 Substitute Teacher
- c. 3.03 Reading Coordinator
- d. 3.04 Librarian
- e. 3.05 Guidance Counselor
- f. 3.06 School Nurse
- g. 3.07 Coach
- h. 3.08 Wisconsin Design - Teacher Aid
- i. 3.09 Resource Teacher for Learning Disabilities

## IV. NONPROFESSIONAL PERSONNEL

- a. 4.01 Superintendent's Secretary
- b. 4.02 Administrative Secretary
- c. 4.03 Secretary to Guidance Counselor
- d. 4.04 Secretary
- e. 4.05 Custodian
- f. 4.06 Bus Driver
- g. 4.07 Assistant Cook

## V. PARAPROFESSIONAL PERSONNEL

- a. 5.01 Playground Aide
- b. 5.02 Library Aide
- c. 5.03 Associate Teacher

SCHOOL BOARD EXECUTIVE STAFF

TITLE: Superintendent of Schools

QUALIFICATIONS: As set by State Certification Authorities

REPORTS TO: Board of Education

SUPERVISES: All Administrative and Supervisory Personnel of the District

JOB GOAL: To inspire, lead, guide, and direct every member of the administrative, instructional, and supportive services team in setting and achieving the highest standards of excellence, so that each individual student enrolled in our district may be provided with a complete, valuable, meaningful, and personally rewarding education.

Further, to oversee and administer the use of all district facilities, property, and funds with a maximum of efficiency, a minimum of waste, and an awareness of and concern for their impact upon each individual student's education.

PERFORMANCE RESPONSIBILITIES:

1. Interprets and clarifies the purposes and needs of the school system to Board, staff, students, and public.
2. Coordinates the total educational program and provides leadership in its development and improvement.
3. Guides the process of fiscal planning and budgetary development and interpretation.
4. Assumes final responsibility for recommending the selection, assignment, dismissal, and evaluation of all personnel.
5. Coordinates the work of administrative staff members, provides counsel and motivation, and fosters an esprit de corps.
6. Represents the district in its dealings with other school systems, institutions and agencies, community organizations, and the general public.
7. Directs studies and planning related to school organization, attendance area boundaries, and school plant requirements.
8. Oversees the processing and submission of required reports.
9. Exercises leadership in the development and execution of the school-community relations program.

10. Keeps the Board informed about the status of the school system as well as educational trends and practices.
11. Initiates and guides the development of policies for Board consideration, and develops such administrative rules and procedures as may be necessary to implement Board policies.
12. Performs such other duties as may from time to time be assigned by the Board.

TERMS OF EMPLOYMENT: Twelve months a year. Salary by arrangement with the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of the Superintendent.

TITLE: Secretary to the Board

QUALIFICATIONS: Such qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools or Board of Directors.

JOB GOAL: To relieve the Board of paper work and to execute their instructions so that they may devote their time and attention to the central problems of education and policy determination.

PERFORMANCE RESPONSIBILITIES:

1. Gives public notice of all meetings and attends all meetings of the Board.
2. Keeps complete and accurate minutes of all meetings of the Board.
3. Shall keep current, complete and accurate records of all money transactions incurred in the General Fund, Schoolhouse Fund and Hot Lunch Fund.
4. Has care and custody of all records, books and documents of the Board.
5. Shall complete, file or publish all legal documents with the proper parties on behalf of the Board.
6. Shall prepare the payroll for all employees: responsible for correct disbursement of all tax withholdings and the issuing of correct W-2 forms at end of each calendar year.
7. Performs such other tasks as may from time to time be assigned.

TERMS OF EMPLOYMENT: Twelve month year with salary to be established by the Superintendent of Schools.

EVALUATION: Performance of this job will be evaluated annually by the Superintendent of Schools.

ADMINISTRATIVE PERSONNEL (EXCLUDING SUPERINTENDENT)

TITLE: Principal

QUALIFICATIONS: 1. A Master's degree, with a major in educational administration.  
2. A valid state certificate to practice as a school principal.  
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES: 1. All staff attached to the school.  
2. Other resource and service personnel while functioning in assigned school.

JOB GOAL: To make the school facility an attractive, pleasant, and productive place in which to work and learn.

PERFORMANCE RESPONSIBILITIES:

1. Administers the operations of the school.
2. Fosters good interpersonal relations among students and staff.
3. Promotes positive action toward the realization of school objectives through efficient procedures, extracurricular programs, and the establishment of staff, student, and community communication.
4. Maintains an awareness of factors outside the school which affect the school program.
5. Keeps abreast of trends, developments, and research as they pertain to education and school operation.
6. Observes in the day to day management of the school, Board policies and administrative regulations, budget limitations, and employee and other contracts.
7. Assists in the formulation of curriculum and other objectives for the school program.
8. Develops methods for evaluating student progress toward stated educational objectives.
9. Maintains close contact with all interested parties, including students, school staff, parents, and the community.



10. Exercises decisive leadership in crisis situations.
11. All other duties assigned by the Superintendent.

TERMS OF EMPLOYMENT: Salary and work year to be established  
by the Board.

EVALUATION: Performance of this job will be evaluated annually  
in accordance with provisions of the Board's  
policy on Evaluation of Administrative Personnel.

TITLE: Administrative Assistant

QUALIFICATIONS: 1. A Bachelor's degree from an accredited college or university.  
2. Demonstrated success in accomplishing tasks akin to those listed below.  
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Elementary Principal

SUPERVISES: 1. All staff attached to the school.  
2. Other resource and service personnel while functioning in assigned school.

JOB GOAL: To insure the smooth operation of the school in order to increase the effectiveness of the school's programs for each individual student.

PERFORMANCE RESPONSIBILITIES:

1. Assumes major responsibility for maintaining student discipline.
2. Holds conferences with students and parents as required to resolve student-teacher concerns or student discipline programs.
3. Holds conferences with students and with parents to discuss achievement, growth, and other matters related to the success of the student.
4. Oversees the maintenance of the building and grounds, and recommends to the principal ways for its better utilization in serving the educational needs of the students.
5. Coordinates the use of school facilities by community groups.
6. Supervises the teaching and nonteaching personnel and makes recommendations to the principal.
7. Conducts fire and civil defense drills, and establishes and revises emergency building evacuation procedures.
8. Schedules assemblies.
9. Assists teachers in curriculum enrichment and makes recommendations to the principal.

10. Assists the principal in budget preparation in relation to the purchase of educational media equipment and materials.
11. Reports regularly to the principal concerning any special occurrences in the school.
12. Observes in the day to day management of the school, Board policies and administrative regulations, budget limitations, and employee and other contracts.
13. Promotes good communication between students, staff and community.
14. Represents the school in community functions.
15. All other duties assigned by the Elementary Principal.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

TITLE: Head Custodian

QUALIFICATIONS: 1. Experience as a school custodian, or the equivalent in custodial service in other institutions and firms.  
2. Demonstrated knowledge and expertise in the basic techniques of electrical repair and maintenance, carpentry, and grounds maintenance.  
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

SUPERVISES: Custodial Staff of the School Building

JOB GOAL: To maintain the physical school plant and grounds in a condition of operating excellence so that full educational use of them may be made at all times.

PERFORMANCE RESPONSIBILITIES:

1. Helps in the selection, assignment, scheduling, and training of members of the custodial staff.
2. Plans and oversees all maintenance and repair work, maintaining a high standard of safety, cleanliness, and efficiency.
3. Monitors the time records of all custodial employees in the school and certifies them for salary payments.
4. Maintains an inventory and recommends purchase of suitable supplies, tools, and equipment.
5. Evaluates the performance of the custodial staff on a regular basis.
6. Strives constantly to promote the safety, health, and comfort of the students and employees.
7. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

TITLE: Food Service Supervisor

QUALIFICATIONS: 1. Some college background in Home Economics, with a knowledge of nutrition, cost control, and other related subjects. It is also advisable that she complete school Food Service Management Courses I, II, and III.  
2. Preferably some experience in the Food Service line.  
3. Alternatives to above qualifications as the Board may find acceptable.

REPORTS TO: Superintendent

SUPERVISES: All school Food Service Personnel

JOB GOAL: To provide each school child with food of high nutritious quality in an atmosphere of cleanliness, cheerfulness, and personal caring.

PERFORMANCE RESPONSIBILITIES:

1. Plans menus that meet school food service requirements.
2. Purchases and maintains an inventory of all food, supplies, and equipment.
3. Checks all bills and purchase orders for accuracy before presenting them to the bookkeeper for payment.
4. Checks all food service personnel time cards.
5. Plans disposition of government commodities as part of the ongoing food service program.
6. Visits all lunchrooms as often as possible, checking that high standards of health and safety are maintained, and observing possible improvements in operations.
7. Costs all menus and determines cost of inventory at end of each month.
8. Sees that labor hours are put to the best use, considering the cost per meal involved.
9. Supervises the planning and preparation of any special meals required for district-sponsored events.
10. Informs the public, through the local press, of planned lunch menus on a monthly basis.

11. All other duties assigned by the Superintendent.

TERMS OF EMPLOYMENT: 9½ month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

TITLE: Transportation Supervisor

QUALIFICATIONS:

1. Experience in transportation, including supervisory capacity, preferably in a school district.
2. Alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES:        Bus Drivers and Maintenance Personnel

JOB GOAL: To enable each student, through safe and efficient transportation, to take full advantage of the complete range of curricular and extracurricular activities offered by the district's schools.

PERFORMANCE RESPONSIBILITIES:

1. Develops and administers a transportation program to meet all the requirements of the daily instructional program and extracurricular activities.
2. Prepares bus routes for all public and nonpublic schools in the district.
3. Prepares and updates bus schedules for all public and nonpublic schools in the district.
4. Recruits, trains and supervises all transportation personnel, and makes recommendations on their employment, transfer, promotion, and release.
5. Maintains all district-owned equipment and develops plans for preventive maintenance.
6. Maintains safety standards in conformance with state and insurance regulations and develops a program of preventive safety.
7. Cooperates with school principals and others responsible for planning special school trips.
8. Assists in solving discipline problems occurring on school buses.
9. Develops recommendations for future equipment and personnel needs based on a survey of resident students, distance, and grade levels.

10. Conforms with all state laws and regulations regarding school transportation.
11. Advises superintendent on road hazards for decision on school closing during inclement weather.
12. Attends appropriate committee and staff meetings.
13. All other duties assigned by the Superintendent.

TERMS OF EMPLOYMENT: Twelve month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.



TITLE: Cooperative Education Coordinator

QUALIFICATIONS: 1. Valid teacher certification.  
2. Successful experience as a classroom teacher.  
3. Demonstrated aptitude for performance of the tasks listed below.  
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To maximize educational and occupational opportunities for each student enrolled in one of the district's co-op education courses.

PERFORMANCE RESPONSIBILITIES:

1. Assumes primary responsibility for the development of training stations for work-study experience programs in co-op education.
2. Meets with employers and develops and formulates requirements for co-op education trainees.
3. Helps to determine the equipment and supplies needed for the co-op education programs.
4. Recommends to the superintendent names of nominees to the advisory committee for co-op education and confers with the committee on a regularly scheduled basis.
5. Provides related instruction for all co-op education trainees.
6. Helps to recruit teacher candidates for the program, reviews their qualifications, and participates in interviewing them.
7. Plans suitable publicity for the program.
8. Develops workable plans for recruiting co-op education students.
9. Helps provide teacher training for all new instructors of co-op education.
10. Keeps accurate records of attendance and progress of all trainees.

11. Sets up and supervises on-the-job training of co-op education students.
12. Meets with and provides guidance for all co-op education trainees.
13. Maintains all financial records pertaining to the program.
14. Visits and inspects all approved training stations to insure compliance with training objectives.
15. Develops co-op education curricula.
16. Develops and submits plans and requirements for graduation of the co-op education students.
17. Provides for guidance and counseling of students enrolled in the program.
18. Attends vocational and professional workshops, conferences, and meetings.
19. Helps to plan and execute training programs on the technical institute level whenever the needs of the community dictate such programs.
20. Maintains all student records and reports.
21. Consults with architects and facility planners concerning the installation of co-op education classrooms and workshops in new or remodeled facilities.
22. Prepares and administers the co-op education program budget.
23. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Eleven month. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

TITLE: Athletic Director

QUALIFICATIONS: 1. Valid teacher certification.  
2. Successful experience as a head coach.  
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal of the High School

SUPERVISES: Coaches

JOB GOAL: To provide each enrolled student of secondary school age an opportunity to participate in an extracurricular athletic activity that will foster physical skills, a sense of worth and competence, a knowledge and understanding of the pleasures of sports, and the principles of fair play.

PERFORMANCE RESPONSIBILITIES:

1. Organizes and administers the overall program of extracurricular interscholastic athletics for the district.
2. Fosters good school-community relations by keeping the community aware of and responsive to the athletic program.
3. Assumes responsibility for the organization and scheduling of all interscholastic athletic events.
4. Hires officials, team physicians, and policemen as required, and assumes general responsibility for the proper supervision of home games.
5. Arranges transportation for athletic contest participants.
6. Arranges provision for meals for athletes and coaches when scheduled contests interfere with normal meal schedule.
7. Develops and places into operation appropriate rules and regulations governing the conduct of athletic activities.
8. Establishes the physical and academic requirements of eligibility for participation in each sport, and verifies each athlete's eligibility.
9. Prepares and administers the athletic program budget.

10. Requisitions, in cooperation with appropriate staff members, supplies, uniforms, and equipment for athletic programs.
11. Supervises the cleaning, storage, and care of all athletic equipment.
12. Supervises all ticket sales and fund-raising events connected with the athletic program, and assumes responsibility for proper handling and accounting of moneys involved.
13. Arranges all details of visiting teams' needs, including lodging, meals, towels, gymnasium services, and field assistance, as appropriate.
14. Makes all necessary arrangements for the use of nonschool playing fields and facilities.
15. Arranges the practice schedules for the coaches on the fields and in the gymnasiums.
16. Provides for the physical examination of all athletes prior to the beginning of each season.
17. Works with Superiors in Administering the insurance program covering school athletes, and shares responsibility for all processing of reports and claims.
18. Keeps records of the results of all junior and senior high school athletic contests, and maintains a record file of all award winners, stating the date and type of the award, including athletic scholarships.
19. Plans and supervises an annual recognition program for school athletes.
20. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Nine month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

TITLE: Audiovisual Director

QUALIFICATIONS: 1. Valid teacher certification.  
2. Demonstrated aptitude for creating and using audiovisual teaching aids.  
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To help each student obtain maximum benefit from the educational program by diversifying as fully as possible the kinds of educational materials used.

PERFORMANCE RESPONSIBILITIES:

1. Organizes and catalogs all instructional materials, and circulates such catalogs throughout the district.
2. Coordinates procurement of instructional materials and audiovisual equipment required by individual department heads or teachers.
3. Assumes responsibility for the inventory and maintenance of instructional materials and audiovisual equipment.
4. Works with curriculum committees in developing resource units.
5. Establishes and administers a system for recording the use of instructional materials and audiovisual equipment.
6. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

TITLE: Adult Education Director

QUALIFICATIONS: Demonstrated aptitude for performing the tasks listed.

REPORTS TO: Superintendent

SUPERVISES: Adult Education Program Staff

JOB GOAL: To extend the benefits of the district's educational program to as wide a section of the community as is interested and as can benefit from continued exposure to academic work and vocational courses.

PERFORMANCE RESPONSIBILITIES:

1. Arranges courses to fit the expressed needs of adults in the community.
2. Secures competent and certified part-time instruction for the program.
3. Supervises instruction and administers the program of adult education.
4. Maintains all necessary records, and oversees attendant bookkeeping.
5. Publicizes the offerings of the program.
6. Assists in estimating the annual financial needs of the program.
7. Requisitions necessary supplies.
8. Files an annual comprehensive report with the superintendent.
9. All other duties assigned by the Superintendent.

TERMS OF EMPLOYMENT: Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Administrative Personnel.

TITLE: Head Cook

QUALIFICATIONS: Demonstrated aptitude for successful performance of the tasks listed.

REPORTS TO: Principal

SUPERVISES: School kitchen workers

JOB GOAL: To serve the students attractive and nutritious meals in an atmosphere of efficiency, cleanliness, and warmth.

## PERFORMANCE RESPONSIBILITIES:

1. Supervises and instructs kitchen personnel in the safe, proper and efficient use of all kitchen equipment.
2. Maintains the highest standards of safety and cleanliness in the kitchen.
3. Checks food shipments into the school, signing invoices only after each order has been verified.
4. Determines the quantities of each food to be prepared daily.
5. Determines the size of serving to meet the necessary age requirements.
6. Prepares food according to the planned menu, using tested uniform recipes and determines if finished product is of best quality in flavor and appearance before it is served.
7. Records the number of meals served each day.
8. Sees that the storeroom is locked after working hours and also maintains a correct monthly inventory. Is responsible for correct storage of food, and sees to it that there is as little waste as possible.
9. Orders from the Supervisor, on a weekly basis all necessary supplies.
10. Reports to the principal any problem or accident in kitchen or in lunchroom.
11. Confers with food service supervisor regarding any personnel problem, or any inferior food that is received.

12. Supervises the daily cleaning of all equipment, washing and sterilizing of all dishes, etc.

TERMS OF EMPLOYMENT: Nine month year. Salary and work year to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Nonprofessional Personnel.



PROFESSIONAL PERSONNEL (EXCLUDING ADMINISTRATIVE PERSONNEL)

TITLE: Teacher

QUALIFICATIONS: As set by state certification authorities

REPORTS TO: Principal

JOB GOAL: To lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

PERFORMANCE RESPONSIBILITIES:

1. Meets and instructs assigned classes in the locations and at the times designated.
2. Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the district.
3. Prepares for classes assigned, and shows written evidence of preparation upon request of immediate superior.
4. Develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom in a fair and just manner.
5. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved.
6. Strives to implement by instruction and action the district's philosophy of education and instructional goals and objectives.
7. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
8. Evaluates student progress on a regular basis.
9. Maintains accurate, complete, and correct records as required by law, district policy, and administrative regulation.
10. Assists in upholding and enforcing school rules, administrative regulations, and Board policy.
11. Attends and participates in faculty meetings.

12. Cooperates with other members of the staff in planning instructional goals, objectives, and methods.
13. Assists in the selection of books, equipment, and other instructional materials.
14. Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of all assigned students.
15. Establishes and maintains cooperative relations with others.
16. Provides for his own professional growth through an on-going program of reading, workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
17. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be according to current contract.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

TITLE: Substitute Teacher

QUALIFICATIONS: A regular teaching certificate, or a substitute teacher's certificate obtained from the County Superintendent; demonstrates familiarity with school, philosophy, program, and policies.

REPORTS TO: Principal

JOB GOAL: To enable each child to pursue his education as smoothly and completely as possible in the absence of his regular teacher.

PERFORMANCE RESPONSIBILITIES:

1. Reports to the principal upon arrival 30 minutes before the official school opening.
2. Reviews with the principal all plans and schedules to be followed during the teaching day.
3. Assumes responsibility for overseeing pupil behavior in class and other duty periods.
4. Writes a note about work completed at the end of each teaching day, and leaves it for the regular class room teacher.
5. Remains in building until 10 minutes after the official school closing.
6. Reports to the office at the conclusion of the teaching day, and verifies whether or not services will be required on the next teaching day.
7. Puts room in order for the following day.
8. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Per diem, at rates currently established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

TITLE: Reading Coordinator

QUALIFICATIONS:

1. Valid teacher certificate
2. Successful classroom teaching in which the teaching of reading is an important responsibility of the position.
3. A master's degree from an accredited institution, with at least one graduate level course in the psychology of reading, diagnosis and correction of reading difficulties.
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To help provide the kind of instruction and learning environment that will enable each student to master the skills of reading to the fullest extent of his ability while being constantly aware of his self image and how this image affects his total learning.

PERFORMANCE RESPONSIBILITIES:

1. Develops a reading philosophy, and interprets it to the school administration, the staff, and the public.
2. Interprets students needs in reading to teachers, to parents, and to students. When it is requested diagnosis and suggestions for progress will be offered.
3. Provides leadership and coordination in the regular program of reading instruction.
4. Plans and implements advanced reading programs as necessary.
5. Recommends adoption and use of varied instructional materials, including textbooks, reference works, kits, trade books, audio-visual aids and the like, upon faculty request.
6. Conducts inservice workshops and demonstrations pertinent to methods and materials appropriate to various levels of reading instruction.
7. Establishes a broadly based reading materials center that students may use upon request.
8. Devises and maintains such records and reports as are necessary to the successful execution of the job.
9. Prepares and administers the departmental budget.

10. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be according to current contract.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

TITLE: Librarian

QUALIFICATIONS: As set by state certification authorities

REPORTS TO: Principal

SUPERVISES: Library Aides

JOB GOAL: To provide faculty and students with an enriched library environment containing a wide variety and range of materials that will invite intellectual probing, growth, and to aid all students in acquiring the skills needed to take full advantage of library resources.

PERFORMANCE RESPONSIBILITIES:

1. Evaluates, selects, and requisitions new library materials.
2. Assists teachers in the selection of books and other instructional materials.
3. Informs teachers and other staff members concerning new materials the library acquires.
4. Maintains a comprehensive and efficient system for cataloging all library materials, and instructs teachers and students on use of the system.
5. Arranges for interlibrary loan of materials of interest or use to teachers.
6. Works with teachers in planning those assignments likely to lead to extended use of library resources.
7. Promotes appropriate conduct of students using library facilities.
8. Helps students to develop habits of independent reference work and to develop skill in the use of reference materials in relation to planned assignments.
9. Presents and discusses materials with a class studying a particular topic, on the invitation of the teacher.
10. Participates at curriculum meetings.
11. All other duties assigned by the Building Principal.

12. Counsels with and gives reading guidance to students who have special reading problems or unusual intellectual interests.
13. Arranges frequently-changing book-related displays and exhibits likely to interest the library's patrons.
14. Prepares and administers the library budget.
15. Supervises library aides in the performance of their duties.
16. Works with teachers and their classes to aid in the learning process.

TERMS OF EMPLOYMENT: Salary and work year to be according to current contract.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.



TITLE: Guidance Counselor

- QUALIFICATIONS:
1. A master's degree from an accredited college or university with a major in guidance and counseling and course work in psychology, testing and measurement, sociology, and education.
  2. A teacher's certificate, or fulfillment of requirements for certification.
  3. A certificate as guidance counselor.
  4. A minimum of three years of teaching experience.
  5. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Building Principal

JOB GOAL: To help students develop their ability to cope in a self-satisfying, socially acceptable manner with their own problems and to assist students, teachers, parents and significant others in their efforts to facilitate development of self-actualizing, interdependent and affective young men and women.

PERFORMANCE RESPONSIBILITIES:

1. Assists students in evolving realistic educational plans and optimistically practical occupational aspirations through logical interpretation of standardized test scores, previous classroom achievement grades, recommendations of significant others and other pertinent data.
2. Facilitates development of student self-awareness, self-acceptance, self-understanding and greater sense of self-worth through individual and group counseling.
3. Collaborate with the students, teachers, administration, parents and the community at large to assess and clarify the educational needs of students.
4. Works with teachers, parents and significant others in their efforts to stimulate student affective and cognitive development in an environment that communicates a positive personal regard for others.
5. Coordinates the acquisition, organization and distribution of information regarding miscellaneous educational opportunities, alternative career considerations, potential job placements, assorted leisure time activities, pupil personnel services and records concerning individual student social, emotional and intellectual growth.

6. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be according to the current contract.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

TITLE: School Nurse

QUALIFICATIONS: 1. Valid state license to practice as a registered nurse.

REPORTS TO: Principal

JOB GOAL: To provide the fullest possible educational opportunity for each district student by minimizing absence due to illness and creating a climate of health and well-being in the district schools.

PERFORMANCE RESPONSIBILITIES:

1. Conducts school health service, vision screening, and follow-up on hearing tests.
2. Assumes responsibility for selection and referral of students in need of medical and dental care.
3. Reports to parents, school personnel, physicians, clinics, and other agencies on school medical matters.
4. Maintains up-to-date cumulative health records on all students.
5. Assumes authority, in the absence of a physician, for the care of a student or staff member who has suffered injury or illness.
6. Visits student homes when necessary.
7. Participates with school staff in developing and implementing total school health program.
8. Contacts homes of children referred by principals.
9. Advises on modification of the educational program to meet health needs of individual students.
10. Acts as resource person in the classroom when covering health related subjects.
11. Prepares weekly report of absences and communicable diseases for Iowa State Department of Health. Prepares an annual report of progress and recommendation for the superintendent.
12. Authorizes exclusion and readmission of students in connection with infectious and contagious diseases.

13. Advises teachers on health matters, particularly regarding screening for student health defects.
14. Assists school personnel in establishing sanitary conditions in schools.
15. Attends committee meetings and conferences regarding health service and health curriculum.
16. Participates in inservice training programs.
17. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Nine and a half month year. Salary and work year to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

TITLE: Coach

QUALIFICATIONS: 1. Employment as a teacher.  
2. Demonstrated interest in and aptitude for performing the tasks listed.  
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To help each participating student achieve a high level of skill, an appreciation for the values of discipline and sportsmanship, and an increased level of self-esteem.

PERFORMANCE RESPONSIBILITIES:

1. Coaches individual participants in the skills necessary for achievement in the sport involved, to the level the individual is capable and willing to achieve.
2. Plans and schedules a regular program of practice in season.
3. Works closely with the athletics director in scheduling interscholastic contests.
4. Recommends purchase of equipment, supplies, and uniforms, as appropriate.
5. Maintains necessary paperwork.
6. Oversees the safety conditions of the facility or area in which assigned sport is conducted at all times that students are present.
7. Establishes performance criteria for eligibility in interscholastic competition in his sport.
8. Enforces disciplined and sportsmanlike behavior at all times, and establishes and oversees penalties for breach of such standards by individual students.
9. Awards letters, certificates and gives special recognition to individuals participating in his or her activity.
10. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary to be established by the Board.

EVALUATION: Performance of this job will be evaluated annually in accordance with the provisions of the Board's policy on Evaluation of Professional Personnel.

TITLE: Wisconsin Design - Teacher Aide

QUALIFICATIONS: 1. A regular teaching certificate.  
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To provide a well organized, smoothly functioning Wisconsin Design Reading Program for the lower elementary classes (1-3) in Slater.

PERFORMANCE RESPONSIBILITIES:

1. Performs clerical duties.
2. Assists in assigning reading skill groups.
3. Corrects papers and supervises testing.
4. Teaches a skill group.
5. Assists in drill work.
6. Makes games for skill groups.
7. Prepares worksheets for skill groups.
8. Assists the teachers in organizing their skill group materials.
9. Assists individual children in need of special attention.
10. Assists in ordering.
11. Tests individual children as needed.
12. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Para-professional Personnel.

TITLE: Resource Teacher for Learning Disabilities

QUALIFICATIONS: 1. As set by state certification authorities

REPORTS TO: Principal

JOB GOAL: To lead students toward the fulfillment of their potential for intellectual, emotional, and psychological growth and maturation.

PERFORMANCE RESPONSIBILITIES:

1. Be competent in the administering of diagnostic tests in the academic skill areas.
2. Administer the designated diagnostic tests and analyze the results.
3. A member of the staffing team that program plans for children that have been evaluated.
4. Serves as a resource person to students pursuing individual learning programs and to teachers requiring additional help for these students and other students needing extra help.
5. Write performance objectives for each of the recognized deficient skill area of students placed in the resource room.
6. Utilize the "perceptual systems" in teaching the students in the resource room.
7. Employ the task analysis method in skill teaching.
8. Utilize positive reinforcement techniques.
9. Utilize the appropriate curriculum level for each child as the major content while up grading his deficient skills.
10. Be aware of the instructional goals, objectives, and methods used in the regular classroom.
11. Assists in the selection of books, equipment, and other instructional materials for the resource room.
12. Utilize skill teaching in the resource room and use "homework" only as fun activities and reinforcing work.



13. Maintain a log on the student's activities and achievements based upon the behavioral objectives.
14. Maintaining a log of teaching activities based on the objectives of this role description.
15. Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of all assigned students.
16. Assist with inservice meetings.
17. Attends and participates in faculty meetings and shares teacher's duties.
18. Establishes and maintains cooperative relations with others.
19. Maintain and improve personal professional growth with activities particular in keeping with the objectives of this role description.
20. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be according to the current contract.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

NONPROFESSIONAL PERSONNEL

TITLE: Superintendent's Secretary

QUALIFICATIONS: 1. High School diploma, with average typing and business skills.  
2. Such alternatives to the above qualifications as the Administration may find appropriate and acceptable.

REPORTS TO: Superintendent of Schools

JOB GOAL: To assist and relieve the Administration of paper work and other duties so that he may devote maximum attention to the central problems of education and educational administration.

PERFORMANCE RESPONSIBILITIES:

1. Takes and transcribes dictation of various types, including correspondence, reports, notices and etc.
2. Obtains, gathers, and organizes pertinent data as needed, and puts it into usable form.
3. Maintains a good filing system of all information, and processes incoming correspondence and mail as instructed.
4. Places and receives telephone calls, and records messages.
5. Orders and maintains supplies as needed.
6. Performs any bookkeeping tasks associated with the specific position.
7. Maintains a schedule of appointments.
8. Welcomes visitors and arranges for their comfort.
9. Maintains confidentiality of student records and privileged information.
10. All other duties assigned by the Superintendent.

TERMS OF EMPLOYMENT: Twelve month year. Salary to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually by the Superintendent of Schools.

TITLE: Principal's Secretary

QUALIFICATIONS: 1. High school diploma, with average typing and business skills.  
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Individual administrator to whom assigned

JOB GOAL: To assist and relieve administrative supervisor of paper work and impedimenta so that he may devote maximum attention to the central problems of education and educational administration.

PERFORMANCE RESPONSIBILITIES:

1. Takes and transcribes dictation of various types, including correspondence, reports, notices, and recommendations.
2. Obtains, gather, and organizes pertinent data as needed, and puts it into usable form. Includes sick leave records, insurance reports, attendance and grade reports, health reports, student records, and scheduling parent-teacher conferences.
3. Maintains a regular filing system, as well as a set of locked confidential files, and processes incoming correspondence as instructed.
4. Places and receives telephone calls, and records messages.
5. Orders and maintains supplies as needed.
6. Performs any bookkeeping tasks associated with the specific position.
7. Maintains a schedule of appointments and makes arrangements for conferences and interviews.
8. Assists teachers in preparing instructional materials as requested.
9. Performs the usual office routines associated with a productive school office.
10. Welcomes visitors and arranges for their comfort.

11. Maintains confidentiality of student records and privileged information.

12. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Professional Personnel.

TITLE: Secretary to guidance counselor

QUALIFICATIONS: 1. High school diploma, with a reasonable degree of proficiency in typing and dictation.  
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To assure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of children can be realized.

PERFORMANCE RESPONSIBILITIES:

1. Performs the usual office routines and practices associated with a busy yet productive and smoothly-run office.
2. Maintains such student records as shall be required.
3. Receives and routes incoming calls.
4. Assists teachers in preparing instructional materials as requested.
5. Processes all changes and adjustments in student schedules after the second week of the school year.
6. Assists with ordering materials.
7. Maintains a regular filing system, as well as a set of locked confidential files, and processes incoming and outgoing correspondence as instructed.
8. Assists with testing procedures.
9. Welcomes visitors and arranges for their comfort.
10. Maintains confidentiality of students records and privileged information.

TERMS OF EMPLOYMENT: Salary and work year to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Nonprofessional Personnel.

TITLE: Assistant Secretary

QUALIFICATIONS: 1. High school diploma, with a reasonable degree of proficiency in typing and dictation.  
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: To assure the smooth and efficient operation of the school office so that the office's maximum positive impact on the education of children can be realized.

PERFORMANCE RESPONSIBILITIES:

1. Performs the usual office routines and practices associated with a busy yet productive and smoothly-run office.
2. Receives and routes incoming calls.
3. Assists teachers in preparing instructional materials as requested.
4. Assists in the ordering of supplies.
5. Assists administrative secretary with usual office routine.
6. Assists teachers with correspondence concerning school matters.
7. Assists with the use of office machines.
8. Maintains confidentiality of student records and privileged information.
9. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Nonprofessional Personnel.

TITLE: Custodian

QUALIFICATIONS: 1. Demonstrated aptitude for successful completion of the tasks assigned.  
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Building Principal

JOB GOAL: To provide students and teachers with a safe, attractive, comfortable, clean, and efficient place in which to learn, play, and develop.

PERFORMANCE RESPONSIBILITIES:

1. Cleans and maintains all boilers and other major equipment.
2. Supervises and participates in necessary painting and general repairs to plumbing, electrical, carpentry, and general mechanical areas.
3. Replaces broken windows.
4. Assists general mechanics in remodeling and renovation work.
5. Generally supervises and maintains the school grounds.
6. Assists in snow removal.
7. Supervises and participates in the general cleaning and maintenance of the school building.
8. Requisitions and receives supplies and equipment, and maintains necessary inventories.
9. Assumes responsibility for the general security of the building.
10. Assumes responsibility for the general fire safety of the building.
11. Performs emergency repair or cleaning services as necessary.
12. All other duties assigned by the Building Principal.



TERMS OF EMPLOYMENT: Salary and work year to be according  
to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Nonprofessional Personnel.

TITLE: Bus Driver

QUALIFICATIONS: 1. Valid license to drive a school bus.  
2. Such additional health and age requirements as the Board may require.

REPORTS TO: Transportation Director

JOB GOAL: By providing safe and efficient transportation so that students may enjoy the fullest possible advantage from the district's curriculum and extracurricular program.

PERFORMANCE RESPONSIBILITIES:

1. Obeys all traffic laws.
2. Observes all mandatory safety regulations for school buses.
3. Maintains discipline when students are on bus.
4. Reports undisciplined students to the proper authority.
5. Keeps assigned bus clean.
6. Keeps to assigned schedule.
7. Checks bus before each operation for mechanical defects.
8. Notifies the proper authority in case of mechanical failure or lateness.
9. Discharges students only at authorized stops.
10. Exercises responsible leadership when on out-of-district school trips.
11. Transports only authorized students.
12. Reports all accidents and completes required reports.
13. Enforces regulations against smoking and eating on the bus.

TERMS OF EMPLOYMENT: Salary and work year to be according  
to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Nonprofessional Personnel.

TITLE: Assistant Cook

QUALIFICATIONS: Demonstrated aptitude for successful performance of the tasks listed.

REPORTS TO: Head Cook

JOB GOAL: To serve the students attractive and nutritious meals in an atmosphere of efficiency, cleanliness, and warmth.

PERFORMANCE RESPONSIBILITIES:

1. Assists in the preparation and serving of food in a quick and pleasant manner.
2. Assists cook in replenishing the serving line.
3. Assists in the daily clean up of the kitchen and service areas.
4. Is responsible for washing the lunch trays, silver and other pans and utensils to be washed.
5. Responsible for any major cleaning jobs as designated by Head Cook.

TERMS OF EMPLOYMENT: Salary and work year to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Nonprofessional Personnel.

## PARAPROFESSIONAL PERSONNEL

TITLE: Playground Aide

QUALIFICATIONS: 1. Demonstrated aptitude for the tasks involved.  
2. Certificate of good health from school physician.  
3. Displays a liking for children.  
4. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Principal

JOB GOAL: Through meaningful playground leadership, to enable students to enjoy the group interaction and physical exercise which are an integral part of the district educational program.

PERFORMANCE RESPONSIBILITIES:

1. Supervises students at playtime and maintains a harmonious atmosphere on the playground.
2. Organizes group games and activities, when necessary.
3. Takes part in inservice training programs, when relevant.
4. Directs movement of groups to and from playground.
5. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Nine month basis. Salary and work year to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Paraprofessional Personnel.

TITLE: Library Aide

QUALIFICATIONS: 1. High school diploma  
2. Demonstrated aptitude for the work to be performed.  
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Building Principal

JOB GOAL: To provide a well-organized, smoothly functioning library environment in which students can take full advantage of the materials available.

PERFORMANCE RESPONSIBILITIES:

1. Types and processes orders, reports, bibliographies, forms, library schedules, letters to publishers, catalog cards, and the like.
2. Orders and receives books selected for purchase by the librarian.
3. Maintains files of catalog cards, vertical file material, publishers' catalogs, and the like.
4. Keeps list concerning overdue books, and collects fines for such books.
5. Makes simple repairs on damaged books and processes more severely damaged books for repair at the bindery.
6. Assists in supervision of students in library when necessary.
7. Readies books for reserve on teachers' requests, and maintains the Reserve Shelf.
8. Prepares current magazines for shelving and maintains the back-number stacks.
9. Assists in the annual inventory of library materials, and the preparation of lists of missing books and books to be discarded.
10. Shelves incoming books.
11. Maintains current inventory of supplies and suggests items for acquisition as needed.

12. Oversees the general neatness and attractiveness of the library and its displays.
13. Be familiar with the materials in the library and assist students when necessary.
14. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Salary and work year to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Paraprofessional Personnel.



TITLE: Associate Teacher

QUALIFICATIONS: 1. Demonstrated aptitude for the work to be performed.  
2. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Building Principal

JOB GOAL: To provide a well-organized, smoothly functioning class environment in which students can take full advantage of the instructional program and available resource materials.

PERFORMANCE RESPONSIBILITIES:

1. Under supervision of licensed teacher, prepares for classroom activities.
2. Works with small groups of students to reinforce material initially introduced by the teacher.
3. Assists individual children in need of special attention.
4. Performs clerical duties.
5. Guides independent study, enrichment work, and remedial work set up by the teacher.
6. Sets up audiovisual equipment.
7. Checks notebooks, corrects papers, and supervises testing and make-up work.
8. Assists in drill work.
9. Participates in inservice training programs.
10. All other duties assigned by the Building Principal.

TERMS OF EMPLOYMENT: Nine month basis. Salary and work year to be according to current reappointment form.

EVALUATION: Performance of this job will be evaluated annually in accordance with provisions of the Board's policy on Evaluation of Paraprofessional Personnel.